

Cambridge TECHNICALS LEVEL 3

BUSINESS

Cambridge
TECHNICALS
2016

Unit 5

Marketing and market research

F/507/8152

Guided learning hours: 60

Version 3 Assessment guidance and Opportunities for
applying learning across units updated - August 2016



LEVEL 3

UNIT 5: Marketing and market research

F/507/8152

Guided learning hours: 60

Essential resources required for this unit:

Market research proposal to initiate the learners' research

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Marketing is the function that makes sure a business sells the right products, at the right price, in the right place, using the most suitable promotion methods. Successful marketing is essential if a business is to survive in a very competitive business world.

The unit has particular emphasis on the role of market research and how it contributes to marketing decision-making, and the actions a business may take. Market research is the process by which organisations obtain the information they require. You will gain an in-depth understanding of primary and secondary market research methods used to inform marketing decision-making and any constraints on marketing activities. You will develop an understanding of the importance of selecting appropriate market research methods for market research proposals and you will be able to carry out market research, analyse the market research findings and present the findings.

You can build on your skills by studying the other Marketing units in this qualification.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative. It should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally-assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the role of marketing in businesses	<p>(When introducing this learning outcome, teachers should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> • market • marketing (e.g. customer needs and wants, demand, customer satisfaction) • marketing objectives • marketing analysis • marketing strategy • marketing mix • marketing campaign) <p>1.1 An introduction to the marketing function, i.e.</p> <ul style="list-style-type: none"> • purpose of the marketing function <ul style="list-style-type: none"> ○ how the marketing function links with other functions of a business (e.g. Operations/Production, Finance, Human Resources) • setting marketing aims and objectives linked to strategic objectives • the stages involved in marketing, i.e. <ul style="list-style-type: none"> ○ business objectives ○ market analysis ○ marketing strategy ○ marketing mix <p>1.2 How businesses use market analysis, i.e.</p> <ul style="list-style-type: none"> • to identify market structure (e.g. number of firms, market share, market size, market volume, market value) • to identify potential market growth opportunities/downsizing • to recognise competitors (e.g. competitor analysis, market mapping)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • to carry out market segmentation, i.e. <ul style="list-style-type: none"> ○ methods, i.e. <ul style="list-style-type: none"> ▪ demographic ▪ geographic ▪ behavioural ▪ psychographic ○ benefits of market segmentation for a business (e.g. competitiveness, retention) <p>1.3 How the impact of marketing can be measured, i.e.</p> <ul style="list-style-type: none"> • sales (e.g. trends) • income (e.g. sales revenue) • awareness (e.g. customer feedback)
2. Know the constraints on marketing	2.1 The main elements and impacts of constraints on marketing, i.e. <ul style="list-style-type: none"> • legal constraints (e.g. Consumer protection legislation) • voluntary constraints (e.g. Advertising Standards Authority (ASA), Advertising Codes of Practice) • ethical constraints (e.g. invasion of privacy, stereotypes, regulations (ASA)) • cultural constraints (e.g. language, international differences) • financial constraints (e.g. budget, cash flow, liquidity) • technical constraints (e.g. IT limitations, legislation, budget) • employees (e.g. quantity, quality and skills of employees) • broadcast codes (Ofcom) • limitations, i.e. penalties • trading standards
3. Be able to carry out market research for business opportunities	<p>(When introducing this learning outcome, teachers should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> • market research • market research proposal) <p>3.1 The purpose of market research (e.g. importance, gain better understanding of market)</p> <p>3.2 Methods and types of researching, i.e.</p> <ul style="list-style-type: none"> • method <ul style="list-style-type: none"> ○ primary ○ secondary • type <ul style="list-style-type: none"> ○ qualitative research (e.g. subjective views, attitudes and opinions) ○ quantitative research (e.g. facts, figures, analysis)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>3.3 Tools used to carry out primary market research and how to use them, i.e.</p> <ul style="list-style-type: none"> • observation • focus groups • surveys/questionnaires • technology-based (e.g. social media analysis, mobile surveys, online communities) • sampling, i.e. <ul style="list-style-type: none"> ○ probability, i.e. <ul style="list-style-type: none"> ▪ random ▪ stratified ▪ cluster ▪ systematic ○ non probability, i.e. <ul style="list-style-type: none"> ▪ quota ▪ convenience ▪ judgement • qualitative and quantitative question, i.e. <ul style="list-style-type: none"> ○ how to write and sequence questions ○ methods of response (e.g. Likert, optional routes, outcomes) <p>3.4 Sources for secondary market research, i.e.</p> <ul style="list-style-type: none"> • internal sources (e.g. loyalty cards, sales figures, stock control) • external sources, i.e. <ul style="list-style-type: none"> ○ commercial sources (e.g. market research organisations) ○ competitors – company reports and websites ○ government publications ○ trade publications ○ the media <p>3.5 How to carry out market research using primary and secondary methods</p> <p>3.6 Factors that influence the choice of market research methods, types and tools to be used, i.e.</p> <ul style="list-style-type: none"> • reasons for market research (e.g. informed by the market research proposal, aims and objectives for market research) • availability of resources (e.g. budget, time, number and range of participants to be questioned, location, incentives to take part, permissions to use data) • reporting requirements (e.g. timing, format of presentation of results: reports, graphs, charts) <p>3.7 Benefits and drawbacks (e.g. cost, time, resources, accuracy, relevance) of methods, types and tools of market research</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4. Be able to validate and present market research findings	<p>4.1 How to prepare market research findings (e.g. examining raw data, addressing incomplete responses)</p> <p>4.2 How to validate market research findings, i.e.</p> <ul style="list-style-type: none"> • how to interpret findings from market research • how to assess the reliability of the findings (e.g. repeatability of research findings, size of sample, how it was collected, how many respondents were surveyed, time taken/allocated for the research) • how to assess the validity of the findings (e.g. do the findings measure what the market research campaign/exercise intended to measure?) • how to identify any limitations of the findings and recommend what areas may require additional market research • how to draw conclusions from the findings to inform marketing decisions <p>4.3 How to present findings clearly in a format appropriate to the data obtained and audience, i.e.</p> <ul style="list-style-type: none"> • quantitative analysis, i.e. <ul style="list-style-type: none"> ○ simple statistical analysis (e.g. mean, median, mode, range) ○ data presentation (e.g. pie charts, bar charts, line graphs, histograms) • presentation methods; <ul style="list-style-type: none"> ○ written reports (e.g. how to structure a report using appropriate headings such as: introduction, research objectives, main findings, conclusions proposing actions of what marketing decision the business can take next, recommendations for any further market research) ○ presentations (e.g. how to structure a presentation or report using appropriate slides such as: introduction, research objectives, main findings, conclusions proposing actions of what marketing decision the business can take next, recommendations for any further market research)

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the role of marketing in businesses	P1*: Explain the role of the marketing function in business		
	P2*: Describe how carrying out market analysis can benefit a business		
	P3*: Explain how businesses measure the impact of their marketing, using at least two contrasting businesses	M1: Analyse the impact of a particular marketing campaign run by a specific business	
2. Know the constraints on marketing	P4*: Describe the constraints on marketing for a specific business		
3. Be able to carry out market research for business opportunities	P5*: Select market research method, type and tools for a market research proposal and give reasons for the choice	M2: Based on own research, assess the choice of market research method and type used, explaining their effectiveness	D1: Justify the choice and sequence of questions used in the market research
	P6*: Conduct primary and secondary research to identify business opportunities for a specific business		
4. Be able to validate and present market research findings	P7*: Assess the validity of market research findings for a specific business opportunity against its market research proposal	M3: Based on assessment of own market research findings, recommend improvements or additional market research requirements	D2: Recommend and justify marketing decisions that the business could take
	P8*: Present market research findings in an appropriate format for the data obtained and audience		

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

For LO1, P3, learners must have access to two contrasting businesses, in terms of their working practices when measuring marketing impact.

For LO3, P6, learners must complete both primary and secondary research for a business opportunity. All secondary research must be referenced clearly, for which learners may need tutor guidance prior to submitting completed work.

For LO4, P8, when learners interpret the findings of the market research, appropriate formats must be chosen so that different data can be used within the learner's work.

SYNOPTIC ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the next section.

* OPPORTUNITIES FOR APPLYING LEARNING ACROSS UNITS

This identifies opportunities for developing links between teaching and learning with other units in the business suite.

Name of other unit and related LO	This unit and specified LO
Unit 1 The business environment LO2 Understand how the functional areas of businesses work together to support the activities of businesses LO7 Understand why businesses plan	LO1 Understand the role of marketing in businesses
Unit 2 Working in business LO1 Understand protocols to be followed when working in business LO5 Understand how to communicate effectively with stakeholder	LO2 Know the constraints on marketing LO4 Be able to validate and present market research findings
Unit 3 Business decisions LO4 Understand how marketing information informs business decisions	LO1 Understand the role of marketing in businesses
Unit 4 Customers and communication LO2 Understand how to communicate with Customers LO4 Be able to convey messages for business purposes	LO4 Be able to validate and present market research findings
Unit 6 Marketing strategy LO1 Understand the purpose of marketing strategies	LO1 Understand the role of marketing in businesses
Unit 7 Marketing campaign LO1 Understand the purpose of marketing campaigns	LO2 Know the constraints on marketing
Unit 11 Accounting concepts LO1 Understand why businesses keep accurate accounting records	LO1 Understand the role of marketing in businesses
Unit 15 Change management LO1 Understand the drivers of change	LO3 Be able to carry out market research for business opportunities LO4 Be able to validate and present market research findings
Unit 16 Principles of Project management LO3 Understand how and why projects are monitored and factors that influence a project	LO3 Be able to carry out market research for business opportunities
Unit 17 Responsible business practices LO1 Understand how business operate responsibly	LO2 Know the constraints on marketing

Name of other unit and related LO	This unit and specified LO
Unit 19 International business LO2 Understand the opportunities and challenges that businesses face when operating internationally	LO1 Understand the role of marketing in businesses
Unit 21 Being entrepreneurial – evaluating viable opportunities LO5 Be able to evaluate the viability of opportunities	LO4 Be able to validate and present market research findings
Unit 22 Delivering a business project LO1 Be able to scope a project LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project	LO3 Be able to carry out market research for business opportunities LO4 Be able to validate and present market research findings

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